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ABSTRACT

Five teacher and teacher aid training program workshops held during summer and fall 1970, and winter, spring, and summer 1971 are evaluated. The subjects covered in the workshops included simulation, microteaching, role differentiation, classroom control, audiovisual instruction, learning theory, content areas, drugs, individualized instruction, and sociocultural factors and underachievers. Participants were teachers, potential teachers, aides, and in-service directors. An overall evaluation showed that teachers and aides agreed that the session on drugs was the most useful, and that those on microteaching, elementary language arts, communication skills, and sensitivity training were very useful. Teachers reported profiting from sessions on individualized instruction, while aides preferred training with audiovisual equipment and in phonics. Forty-five teachers and prospective teachers earned 414 quarter hours credit, and 38 aides earned 297 quarter hours credit. The document includes a summary of participants' reactions, an example of the interest inventory used to help determine the course of each workshop, examples of evaluation forms used at the end of each workshop, participant information, and data on specific skill improvement and attitude change. (MBM)

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SUMMARY AND EVALUATION OF

EPDA-B2

PROJECT 70.01

at the

Tennessee Appalachia Educational Cooperative

July 1, 1970 through August 31, 1971

Prepared By: Francis L. Saffels
William W. Holt

EPDA-B2
70.01

Tennessee Appalachia Educational Cooperative

Teacher and Teacher Aide Training Program

EPDA-B2 Project - 70.01

EVALUATION 1970-71

The University Level:

The University of Tennessee has implemented an summer student teaching program for experienced teachers based on their experience w ith our summer workshop of last year and the interest shown to us by experienced teachers who were ineligible for our program. Also, the University allowed the Cooperative to sponsor special education and psychology college-level courses for teachers in the Cooperative area in their own hometowns at their own expense.

1. Many workshop participants indicated that their workshop experience took away their fear of taking courses after having been away from the college classroom for a while and made them eager to participate in future courses. These statements held true by the number of teachers who took advantage of courses sponsored by the Cooperative at their own expense throughout the year.

2. Once the initial contracts had been established by the pre-service workshop, we were inundated by an overabundance of applicants for the EPDA-B workshops. Some individuals even attended without stipend, either paying their own tuition, or attending without credit. Following is a table showing the actual stipend attendance at each workshop.

	Teachers	Aides
Summer, 1970	19	23
Fall, 1970	22	31
Winter, 1971	25	28
Spring, 1971	25	28
Summer, 1971	15	

3. The teachers and prospective teachers who were enrolled in the EPDA-B workshops acquired a total of 414 quarter hours. The number of participants and their breakdown by hour acquisition follows:

Number of Teachers	Hours Acquired
13	3
3	6
15	9
5	12
1	15
7	18
1	21

4. The aides in the Cooperative acquired a total of 297 quarter hours. The following is a breakdown of the number of aides and the hours acquired.

Number of Aides	Hours Acquired
10	3
3	6
13	9
11	12

5. The credit was provided through the University of Tennessee and was paid for by the EPDA Program at a much reduced rate, $10.00 per credit hour. Our program was able thereby, to provide credit, either undergraduate or graduate for a total project cost of approximately $84.00 per credit hour granted. Our participants acquired an average of 9 quarter hours credit during the course of the year. The cost per participant was approximately $720.00. This figure is higher than last year since more participants took part in a larger number of the workshops - that is, there were fewer drop-outs in the program and participants earned more credit hours each.

Tennessee Appalachia Educational Cooperative

EPDA-B 2 1970-71

SUMMARY

During the summer EPDA-B Workshop at the Norwood Junior High School in Oliver Springs, fifteen teachers and four potential teachers were enrolled. Eighteen of these took the workshop for university credit. Twenty-one aides attended the workshop and received university credit, as well as one in-service director. Nineteen children, ranging in age from seven to fifteen, were involved as laboratory assistants in this workshop. The topics covered in the summer workshop were: simulation, micro-teaching, role differentiation, classroom control, and audio-visual instruction. The University of Tennessee course number assigned was Ed (C& I) 4355.

Nineteen teachers and three potential teachers were enrolled in the fall workshop, with twenty-one of these receiving university credit. Two in-service directors and one designated representative of an in-service director attended the workshop, two of these receiving university credit. This workshop was held at the Old Jefferson Junior High School in Oak Ridge. The emphasis in the fall workshop was the presentation of learning theory and the application of learning theory to the classroom in behavior modification. The University designated this course the number Ed (C & I) 4365.

The topics of the winter workshop were varied in order to assist teachers and aides in certain content areas. Special consultants in the areas of math, reading, phonics, language arts and individual instruction took part, as well as a special consultant on the topic of drugs. Several visitors were present at some

of these sessions. Two potential teachers attended the workshop, paying their own tuition so they could receive credit for the course, although they did not receive a stipend. Nineteen teachers, three potential teachers, twenty-eight aides, one inservice director and one inservice representative attended the workshop, with all but one aide taking the course for university credit. The course number Ed (C& I) 4375 was assigned by the University to this workshop. The sessions were held at the Norwood Junior High School.

The spring workshop was held at the Norwood Junior High School also. Nineteen teachers, four potential teachers, twenty-eight aides, one in-service director and one inservice director representative were enrolled for credit. Topics considered were a continuation of individualizing instruction, class room communication and interaction, motivation, sociocultural factors and underachievers, and classroom change. Course number Ed (C&I) 4366 was assigned to this workshop.

Innumerable teachers and aides have requested admission to the workshops, whom we have not been able to accomodate because of our quota. Teachers and aides who are not eligible under the restriction of being "new" have also contacted us seeking to get in a program like our EPDA program.

On overall evaluation of the topics covered during the year revealed that teachers and aides agreed that the session on drugs was the most useful to them and that the micro-teaching experience, the elementary language arts session and the meetings on communication skills and sensitivity training were very useful. The teachers reported profiting greatly from the sessions on individualized instruction, while the aides preferred training with audio-visual equipment and in phonics. This information is being used in the planning of next years workshops

so that they will be most profitable to the teachers and aides.

Fifteen teachers and prospective teachers were enrolled in the six-weeks summer student teaching workshop which lasted from June 14 through July 23. These fifteen participants taught in various schools throughout the Cooperative area in the mornings and took part in a teaching methods course taught by the student teaching coordinator from the University of Tennessee in the afternoons at the Norwood Junior High School. They received six hours credit in student teaching and three hours credit in a methods course for their participation, as well as a stipend of $450.00 for the six-weeks.

Because of the demand for a student teaching experience for teachers who are not eligible for our program and because of their work with us last summer, the University of Tennessee offered this summer for the first time a student teaching workshop modeled after ours for experienced teachers.

A total of 45 teachers and prospective teachers earned 414 quarter hours credit altogether this past year, and 38 aides earned 297 quarter hours credit. This is a total of 711 hours earned $84.00 per credit hour. A total of $17,635.00 in stipends was earned by the workshop participants. An attempt was made to recruit participants equally from all school systems in the Cooperative, although this was not always possible because of differing numbers of eligible individuals within the systems. (See all workshops enclosure)

The following tables give some of the statistics concerning the 1970-71 EPDA-B Workshops.

EPDA-B PROGRAM, 1970-71
Tennessee Appalachia Educational Cooperative
104 Kentucky Avenue
Oak Ridge, Tennessee 37830

Workshop I

Dates:	August 10-14
Length:	Five Sessions
Focus:	Development of Instructional Skills, (Specification of objectives, selection of teaching strategies, classroom control, use of aides, operation of A-V equipment).
Techniques:	Simulation, Micro-Teaching, Discussion, Equipment, Laboratory
Staff:	French, Roeske, Gaylor, Webb, LaForge, Saffels
Follow-up Staff:	Scott, Wallace, Saffels, Holt, Andros, Carroll

Workshop II

Dates:	September 26, October 10, 31, November 7, 14.
Length:	Five Sessions
Focus:	Theoretical Issues, Learning Theory, Behavior Modification.
Techniques:	Presentations by experts, group-process, VTR presentation of classroom applicatio
Staff:	Calhoun, French, Saffels, Williams
Follow-up Staff:	Scott, Wallace, Saffels, Holt, Andros, Carroll

Workshop III

Dates:	December 12, January 9, 16, 23 and 30
Length:	Five Sessions
Focus:	Content Related Problems, Language Arts, Phonics, Math, Reading Individual Instruction. Drug usage in the schools.
Staff:	Blau, French, Roberts, Breene, Salem, Chance, Davis, Roeske
Follow-up Staff:	Scott, Wallace, Saffels, Holt, Andros, Carroll, White, Sanders, Coleman, Armbruster.

Workshop IV

Dates:	February 13, 20, 27, March 6, 13.
Length:	Five Sessions
Focus:	Motivation, Sociocultural factors and underachievers, classroom communication and interaction, classroom organization and change.
Techniques:	Shared experiences, Programmed Instruction Material.
Staff:	French, Saffels, Roeske, Chance, Trusty, Wiberley, Scott, Wallace, Andros Carroll.
Follow-up Staff:	Scott, Wallace, Saffels, Holt, Andros, Carroll, White, Sanders, Coleman and Armbruster.

Workshop V

Dates:	June, July, 1971
Length:	Six weeks
Focus:	Student Teaching, Methods and Materials
Techniques:	Classroom Experiences
Staff:	U. T. Student Coordinator, Saffels, Holt, Scott, Andros, Wallace, Carroll

PARTICIPANTS IDENTIFIED BY SYSTEMS FROM WHICH THEIR RECOMMENDATION AND STATEMENT OF ELIGIBILITY CAME

Tennessee Appalachia Educational Cooperative

EPDA-B 1970-71

ALL WORKSHOPS

System	Number Teachers	Quarter Hours	Number Aides	Quarter Hours	Total No. Participants	Total Hours
Anderson	8	63	2	9	10	72
Clinton	4	57	5	45	9	102
Harriman	10	81	13	102	23	183
Morgan	8	66	1	3	9	69
Oak Ridge	14	117	12	120	26	237
Rockwood	0	0	3	9	3	9
Roane	1	18	2	9	3	27
Total	45	402	38	297	83	699
In-Service Directors		12				12
		414				711

SUMMARY OF REACTIONS

Reactions to the 1970-71 EPDA-B2 Workshops

"I got a lot of information from each class I was in."

"I enjoyed the workshop very much and considered it a real learning experience."

"No previous experience so this helped quite a bit. Wish I could have had it before school year began."

"As a new teacher, I found the workshop extremely useful. I feel that your tentative arrangement for the forthcoming workshops have utilized all my previous suggestions. I am extremely pleased with the workshop."

"This workshop was excellent!"

"I believe the workshops to be a valuable aid to all teachers, to keep them abreast of changes, and bring them up-to-date on the things they have probably forgotten. I wish all teachers could have the opportunity."

"I realized a lot from the last workshop and have used it to advantage in my classroom."

"I appreciate the opportunity to attend these workshops - they are very beneficial to me."

"As an older teacher, I feel enriched and better able to cope with classroom situations."

"I am more than willing to come whenever the workshops are held - even Sundays. I go to school all day and have to study each night for hours and still consider myself luckyto be able to spend all day on Saturday over there."

"The workshops are getting better each time."

"Something for everyone."

"Several things to take back to school. We are working on some of the things I have learned."

"Most of the people discussed things that were both interesting and practical."

"I have not attended any workshop that I havn't been able to use or apply the information in the classroom."

"I think I'll be a much better teacher now."

"I figure I can use everything I have learned here sometime."

"Keep up the good work. My evaluation can never indicate how much I have gained from this particular workshop."

"I feel like I couldn't do my job had I not had the workshop."

"Enjoyed it very much. Hope to make more use of it as a teacher."

"This session has offered many positive ideas that can be used in the classroom. If all teachers and aides could have these courses and apply the theories there would be fewer students with learning problems!"

"This workshop has been very appropriate and useful to all levels of classroom situations."

"I enjoyed the workshop very much, especially since the topics were varied."

Elementary Language Arts

"Very well done! Some excellent suggestions and practical materials were made available to us."

Drugs

"Dr. Blau's warmth as a person made me more concerned and interested in helping to know children as individuals and thus help to eliminate potential drug abuses."

"Most informative; a concern for the individual and his problems in our society was communicated very well from instructor to students."

"I think this was the most interesting informative part of the workshop."

"Should have had more."

Phonics

"Very good - have already used many of suggested ideas in classroom - (good, practical ideas.)

"Very good for elementary teachers."

"Contagious enthusiasm; interesting material."

Learning Theory

"Theory is necessary before understanding practical application."

Behavior Modification

"Thoroughly enjoyed this and have found it quite useful."

Individual Instruction

"I found this workshop very useful in my working with children who need extra assistance."

"Too much talking in morning. Not much chance for majority of people to participate. Afternoon was excellent when we had a chance to apply material to our own situations."

Sensitivity Training

"I guess because it was so new to me, it would take time for me to like this."

"Completely useless."

"Would like to continue with more such training."

"Very helpful to me: A real eye opener! I like new experiences!"

"I felt this was hard to accept and use in schools."

"Very interesting and stimulating."

Sociocultural Factors & Motivation

"Would like to have seen some films or something to take me out of my sheltered world to see what really exists."

"We didn't stress motivation enough."

"More background."

"Wish we could have come to some more definite conclusions."

Classroom Change

"Got me to thinking - but frustrating ideas!"

"Too short!"

Appropriateness and Usefulness of the workshop to your classroom situation

"I figure I can use everything I have learned here sometime."

General Comments on Various Workshops

"Need assistance on helping the older children who have a low level."

"I think I will be a much better teacher now!"

"Enjoyed the entire workshop (No. 3). Got a little bogged down the last day -- would like to have Dr. Davis back -- did not care for Mrs. Roberts' "By God's".

"These sessions have offered many positive ideas that can be used in the classroom. If all teachers and aides could have these courses and apply the theories, they would be fewer students with learning problems."

"I feel like I couldn't do my job had I not had it."

"One of the best yet!"

"I believe I have learned a great deal from this workshop -- I can apply so much of the reading instruction to my classroom."

"Much better than Fall Workshop (No. 3) much more applicable to my own classroom situation. Good to have sessions on particular subject areas, such as reading, arithmetic, etc."

"I thought this workshop (No. 3) was very beneficial, much better than the fall workshop. I learned many things that I can use in my classroom."

"Need more help on disadvantaged child and E.M.R."

"Keep up the good work. My evaluation can never indicate how much I have gained from this particular workshop." (No. 3)

"Please invite Dr. Blau, and Mrs. Roberts again. I have enjoyed this workshop very much."

"I got a lot of information from each class I was in. I need more help for students in the Pre-Vocational School."

"It did not deal with the type of children that I work with. Our students are E.M.R."

EXAMPLE OF INTEREST INVENTORY TAKEN TO

HELP DETERMINE COURSE OF EACH WORKSHOP

A Type of Interest Assessment Workshop Was Taken Before Every Workshop

EPDA-B2 WORKSHOP FOR TEACHERS AND TEACHER AIDES

INTEREST ASSESSMENT

What are your specific interests and goals for this 5-day workshop? We'd like to know so that we can build experiences which will help you accomplish the things you'd like to accomplish. Please mark the areas below in which you have specific interest or indicate other interests in the space allocated.

I. DEVELOPMENT OF CURRICULUM MATERIALS

A. ____ Develop individualized or self-instructional materials (any subject of your choice).

B. ____ Develop materials for group use in specific subject areas (mark the area(s) and indicate levels.)

____ Reading

____ Social Studies

____ Mathematics

____ Science

____ Physical Education

____ Spelling and language arts

____ Art

____ Music

____ Other (specify) _____

II. DEVELOP APPROACHES TO LEARNING PROBLEMS

A. ____ Study learning theories and applied techniques

B. ____ Study techniques for modifying learner behaviors

C. ____ Study approaches to specific types of learners (mark the type of learner.)

____ EMR

____ Gifted

____ Low Achiever

D._____Study approaches to the learning of specific subjects (mark the subjects preferred.)

_____Reading

_____Social Studies

_____Science

_____Mathematics

_____Physical Education

_____Art

_____Music

_____Spelling and language arts

_____Other_____

EXAMPLES OF EVALUATION FORMS USED AT THE END OF EACH WORKSHOP TO EVALUATE CURRICULUM AND STAFF.

NUMBER IN PARENTHESIS ARE MEAN VALUES CALCULATED FOR EACH ENTRY

70.01 Project (Mean Values)

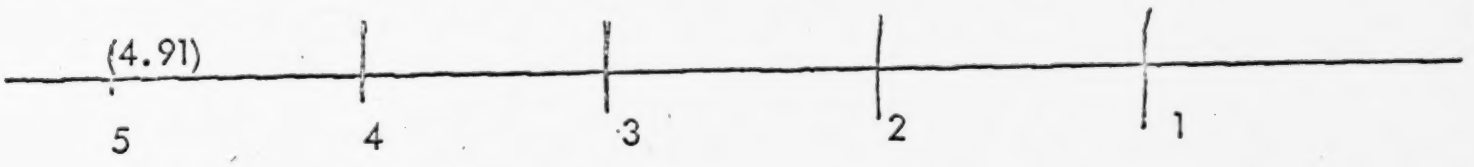
TENNESSEE-APPALACHIA EDUCATIONAL COOPERATIVE

EPDA-B INSERVICE PROGRAM
(ED. 4355 Evaluation)

Would you as a participant in this program, please respond to the following items so that we may better judge the value and effectiveness of this inservice component.

Place a check (√) at the point on each continium which best indicates your feeling about the item (its value, what you learned, the competency and/or personableness of the individual, etc.) A five (5) rating indicates greatest satisfaction, value, etc., and a one (1) indicates greatest dissatisfaction, least value, etc.

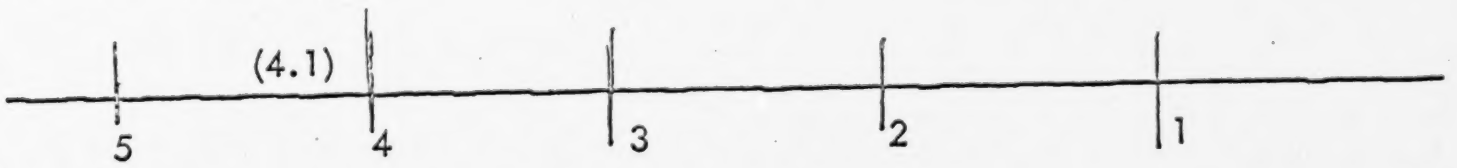
I. Audio-visual Equipment and Materials Component



Very Satisfactory Satisfactory Unsatisfactory

Comments:

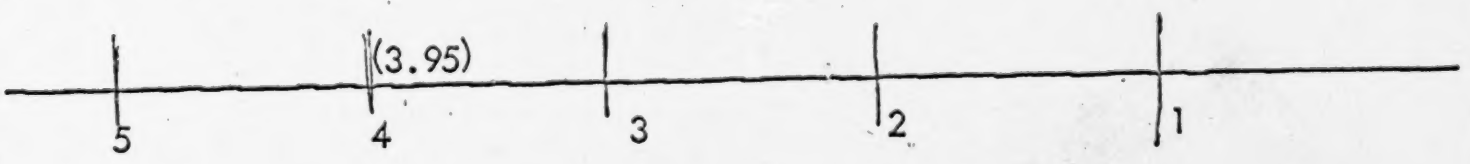
II. Micro-Teaching



Very Satisfactory Satisfactory Unsatisfactory

Comments:

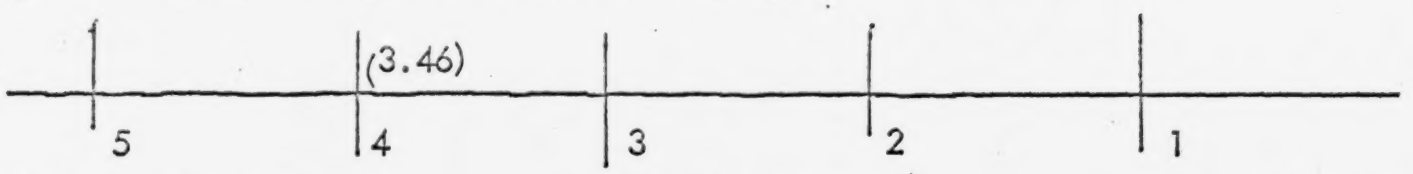
III. Simulation (Classroom Problem-Solving)



Very Satisfactory Satisfactory Unsatisfactory

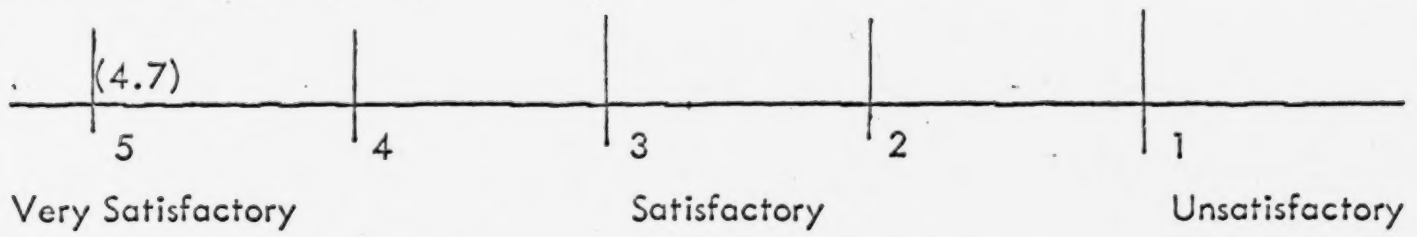
Comments:

IV. Instructional Objectives (Teachers Only)



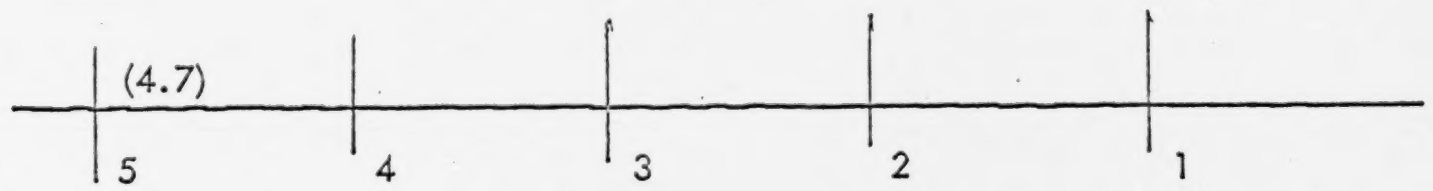
Comments:

V. Bill LaForge (A-V)



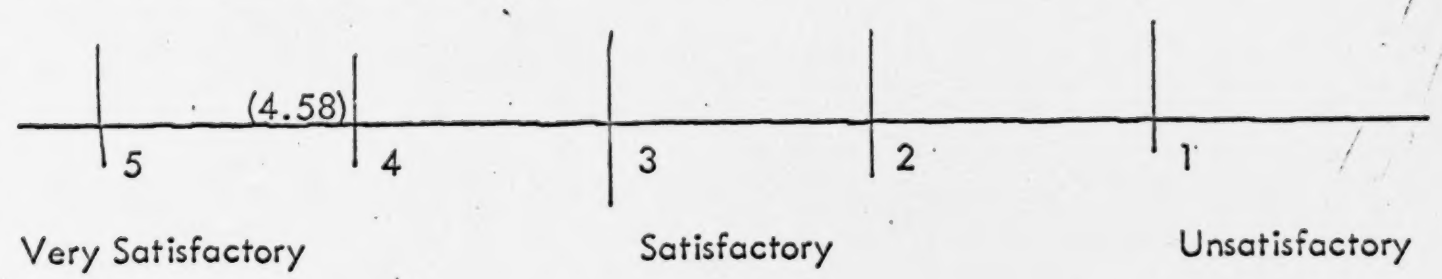
Comments:

VI. Bert Webb (Micro-Teaching, Simulation)



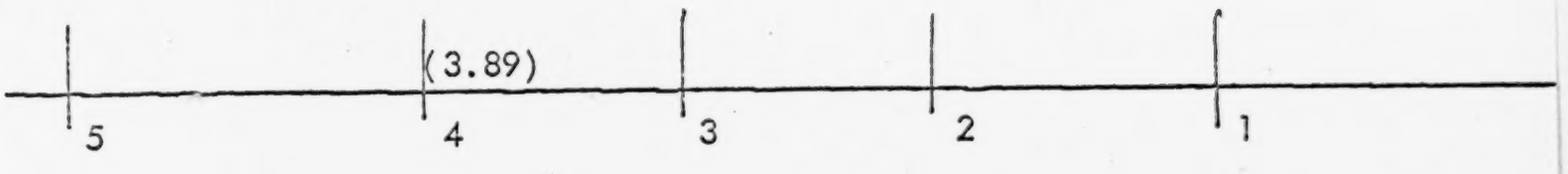
Comments:

VII. Ed Roeske (Micro-Teaching)



Comments:

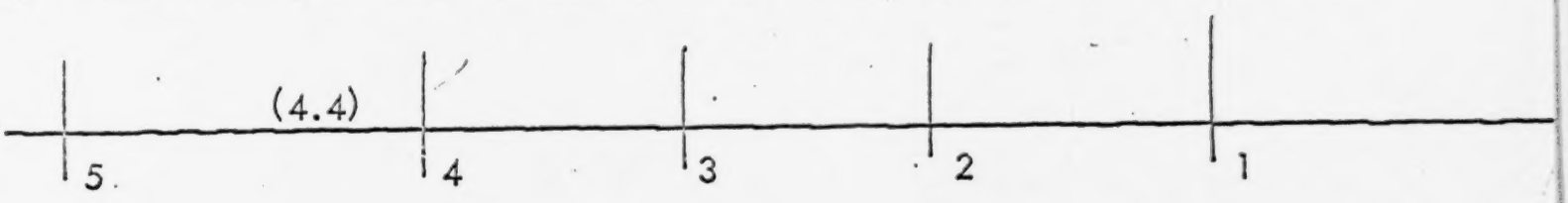
VIII. Drew Gaylor (Simulation)



Very Satisfactory Satisfactory Unsatisfactory

Comments:

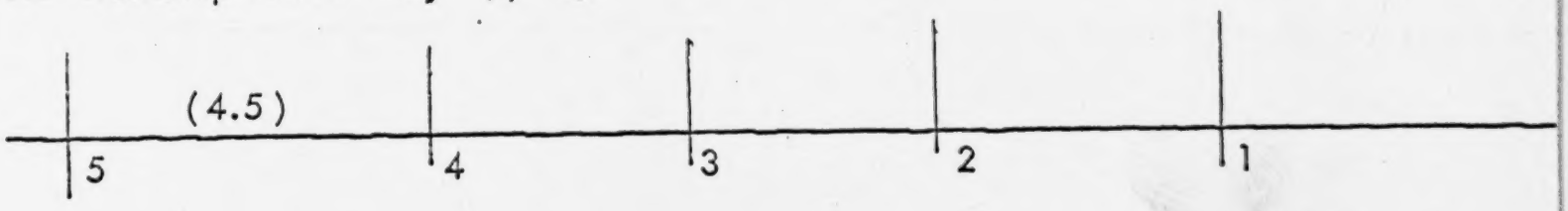
IX. Russ French (Director, Simulation, Instructional Objectives.)



Very Satisfactory Satisfactory Unsatisfactory

Comments:

X. Workshop Time of Day (9 - 4)

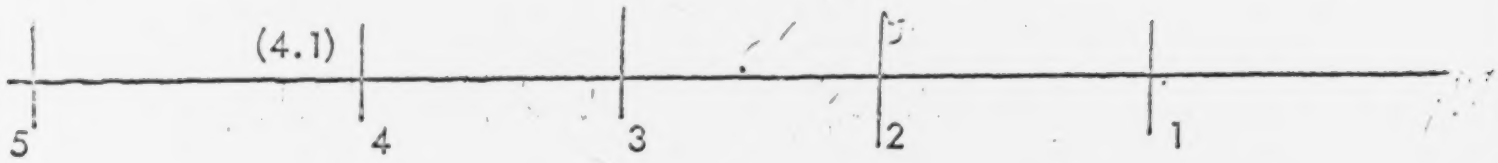


Very Satisfactory Satisfactory Unsatisfactory

Comments:

(See Comments Pages)

XI. Location of the Workshop (Norwood Junior High)



Very Satisfactory Satisfactory Unsatisfactory

Comments:

(See Comments collected)

XII. General comments on the Workshop, Staff, Cooperative or other.

70.01 Project (Mean Values)

EPDA-B2 WORKSHOPS EVALUATION

Workshop No. 2, October-November, 1970

To help us assess the worth of the Workshop experiences, would you please react as indicated to each of the following items:

1. Circle the number from 1 to 5 accompanying each item which you feel is most appropriate. Five (5) represents the highest rating you can give; one (1), the lowest.

2. Provide any comments which you feel appropriate in the space provided with each item.

I. Workshop Content

A. Learning Theory

1 2 3 (3.3) 4 5

Comments:

B. Behavior Modification

1 2 3 4 (3.9) 5

Comments:

II. Workshop Content

A. Dr. Calhoun

1 2 3 (3.4) 4 5

Comments

B. Dr. Williams

1 2 3 4 (4.4) 5

Comments:

III. Appropriateness and usefulness of this workshop to your classroom situation?

1 2 3 (3.7) 4 5

IV. General comments on other aspects of the workshop.

Please circle one: Teacher

Aide

70.01 Project (Mean Values)

EPDA-B WORKSHOPS EVALUATION

Workshop No. 3, December, 1970 - January, 1971

Please circle one: Teacher, aide

To help us assess the worth of the Workshop experiences, would you please react as indicated to each of the following items:

1. Circle the number from 1 to 5 accompanying each item with which you had contact which you feel is most appropriate. Five (5) represents the highest rating you can give; one (1), the lowest. Please cross out any items which do not apply to you (i.e., if you were in the elementary math class, mark out secondary math).

2. Provide any comments which you feel appropriate in the space provided with each item.

1. Workshop Content

A. Phonics

1 2 3 4 (4.0) 5

Comments:

B. Drugs

1 2 3 4 (4.8) 5

Comments:

C. Elementary Language Arts

1 2 3 4 (4.5) 5

Comments:

D. Secondary Language Arts

1 2 3 4 (4.0) 5

Comments:

E. Elementary Math

1 2 3 (3.5) 4 5

Comments:

F. Secondary Math

1 2 3 (3.3) 4 5

Comments:

G. Communication Skills

1 2 3 4 (4.5) 5

Comments:

H. Individualized Instruction

1 2 3 4 (4.0) 5

Comments:

II. Workshop Leaders

A. Miss Salem

1 2 3 4 (4.0) 5

Comments:

B. Dr. Blau

1 2 3 4 (4.8) 5

Comments:

C. Mrs. Roberts

1 2 3 4 (4.5) 5

Comments:

D. Dr. Breen

1 2 3 4 (4.4) 5

Comments:

E. Dr. Davis

1 2 3 (3.5) 4 5

Comments:

F. Dr. French

1 2 3 4 (4.6) 5

Comments:

G. Dr. Chance

1 2 3 4 (4.3) 5

Comments:

III. Appropriateness and usefulness of this workshop to your classroom situation?

1 2 . 3 4 · (4.3) 5

Comments :

IV. General Comments on other aspects of the Workshop.

70.01 Project (Mean Values)

EPDA-B2 WORKSHOPS EVALUATION
Workshop No. 4, February, March 1971

Please check one: Teacher_____ Aide_____.

To help us assess the worth of the Workshop experiences, would you please react as indicated to each of the following items:

1. Circle the number from 1 to 5 accompanying each item with which you had contact which you feel is most appropriate. Five (5) represents the highest rating you can give; one (1), the lowest.

2. Provide any comments which feel appropriate in the space provided with each item.

1. Workshop Content

A. Individual Instruction

1 2 3 4 (4.1) 5

Comments:

B. Sensitivity Training

1 2 3 4 (4.6) 5

Comments:

C. Sociocultural Factors & Motivation

1 2 3 4 (4.2) 5

Comments:

D. Classroom Change

1 2 3 4 (4.6) 5

Comments:

II. Workshop Leaders

A. Dr. Charles Chance

1 2 3 4 (4.1) 5

Comments:

B. Dr. Russ French

1 2 3 4 (4.4) 5

Comments:

C. Dr. Fran Trusty

1 2 3 4 (4.8) 5

Comments:

D. Dr. Al. Wiberley

1 2 3 4 (4.7) 5

Comments:

E. Dr. Janet Wallace

1 2 3 - 4 (3.9) 5

Comments:

F. Mr. Gary Scott

1 2 3 (3.7) 4 5

Comments:

G. Mrs. Mary Carroll

1 2 3 (3.6) 4 5

Comments:

H. Mr. George Andros

1 2 3 (3.4) 4 5

Comments:

I. Dr. Ed Reoske

1 2 3 4 (4.4) 5

Comments:

III. Appropriateness and usefulness of this workshop to your classroom situation?

1 2 3 4 (4.3) 5

Comments:

IV. General comments on the aspects of the workshop.

70.01 Project (Mean Values)

EPDA-B WORKSHOPS OVERALL EVALUATION 1970-71

Please check the appropriate blanks:

I attended:

Workshop No. 1 (August)_____
Workshop No. 2 (September-November)_____
Workshop No. 3 (December-January)_____
Workshop No. 4 (February-March)_____

In order to improve on EPDA-B program, we would like to have your reaction to the experience you have had during this year. We would appreciate your responding to the following items after careful consideration.

1. Circle the number on the scale accompanying each item at the point which you feel is most appropriate. Five (5) represents the highest rating you can give; one (1) the lowest.
2. Provide any comments which you feel appropriate in the space provided with most items.
3. Respond as indicated to direct questions.

I. Overall content of the Workshops in which you have been involved?

1 2 3 4 (4.6) 5

Comments:

II. Most useful workshop content (rank your three highest choices - 1,2,3)?

Rank Order - Giving 3 points for first, 2 points for second, one point for third.

A. A-V Equipment & Materials Component
B. Micro-Teaching
C. Simulation
D. Instructional Objective (Teachers Only)
E. Learning Theory
F. Behavior Modification
G. Phonics (Miss Salem)
H. Drugs and Drug Use
I. Elementary Language Arts
J. Secondary Language Arts
K. Math
L. Communication Skills
M. Individualized Instruction
N. Sensitivity Training
O. Sociocultural Factors & Motivation
P. Classroom Change

1	2	3
10		
4		
11		
12		
7		
9		
13		
1		
5		
8		
14		
6		
2		
3		
15		
16		

III. Least useful workshop content (Rank your first three choices - 1,2,3) - (1 is Least useful, 2 is next least useful, etc.)

	1	2	3
A. A-V Equipment & Materials Component	7		
B. Micro-Teaching	12		
C. Simulation	9		
D. Instructional Objective (Teachers Only)	14		
E. Learning Theory	5		
F. Behavior Modification	8		
G. Phonics (Miss Salem)	11		
H. Drugs and Drug Use	6		
I. Elementary Language Arts	15		
J. Secondary Language Arts	4		
K. Math	10		
L. Communication Skills	13		
M. Individualized Instruction	3		
N. Sensitivity Training.	1		
O. Sociocultural Factors & Motivation	2		
P. Classroom Change			

IV. If you had the opportunity again to participate in such workshops, would you do it?

Yes 52 No 1 Why, or why not? _____

V. Should the TAEC continue to emphasize and provide opportunities for inservice education programs for teachers and teacher-aides? Yes 53 No _____

Comments:

VI. If you are an aide, do you feel that it was useful to participate in workshops with teachers?

Yes 27 No 1 Why, or why not? _____

VII. If you are a Teacher, do you feel that it was useful to participate in workshops with aides?

Yes 25 No _____ Why, or why not? _____

VIII. How would you change the program, the leadership, or the scheduling of subjects covered if you were in charge of the program for next year?

IX. Has your work as a teacher or an aide been effected by your experience in the workshops?

Yes 53 No _____ If so, in what way? _____

SUMMER STUDENT TEACHING WORKSHOP

EVALUATION

TENNESSEE APPALACHIA EDUCATIONAL COOPERATIVE
104 Kentucky Ave.
Oak Ridge, Tennessee 37830

Evaluation of EPDA Summer Student Teaching Program 1971
June-July 1971

COMMENTS BY STUDENT TEACHERS:

1. TAEC should put out a brochure on program content.
2. We should be told what schools are available and be given some sort of choice concerning distance.
3. The correlation of the lab experience and the class is a good idea.
4. You can try different methods and approaches in summer school.
5. Lab experience was beneficial as far as feedback even for experienced teachers.
6. Chance for observing other teachers and student teachers was beneficial.
7. Make program optional -- give out a total program schedule and then let the student teacher decide which days he/she will come to class.
8. Let class decide what they want and need to learn in course.
9. The methods course should be given for graduate credit.
10. Individualized instructions for each student teacher in methods should be provided.
11. Basically a worthwhile course/program that should be continued.

COMMENTS BY COORDINATOR:

The EPDA Summer Student Teaching Program provides an opportunity for uncertified teachers to gain experience in a laboratory situation working with a resident teacher and a coordinator in teaching high school and elementary students. A generous classroom management course which is taken simultaneously with student teaching provides some education philosophy and psychology principles on which student teachers can base their practical experience. This theoretical base coupled with practical application is perhaps the strongest point in the program.

The program has been successful this summer for several reasons:

1. Open and honest communications was established very early between the Student Teaching Coordinator and the EPDA Director and Assistant Director. A cooperative and professional atmosphere allowed for performance with relaxed and positive attitudes.

2. Quick and efficient handling of typing and reporducing materials by the EPDA office personnel.

3. Cooperative attitude of principals in five out of six of the schools to which student teachers were assigned. Most principals viewed student teachers as an asset to the school and were willing to participate in the student teacher's education while the student teacher participated in the education of children.

4. Cooperation of cooperating teachers. Most of the cooperating teacher welcomed student teachers and took a genuine interest in their progress.

5. Organization of the program. EPDA personnel accepted applications for the program processed the applications through the UT Student Teaching Director, and made ample assistance and facilities available to the Coordinator in placing students and establishing communication with school personnel.

6. Reimbursement for Student Teaching. The student teachers were being paid and were motivated to some extent because of this fact. Most of them did a job comparable to a regular teaching job and the pay was deserved.

7. Close supervision by the Coordinator. Though the student teachers had no fear of the Coordinator, they were eager to make favorable impression and worked to be prepared to do a good job.

Where the program was unsuccessful a few specific problems could be cited as the cause:

1. Late assignment to student teaching positions. Schools in these counties do not have their summer school rolls early enough to determine which student teachers they could service. This means that student teachers have to begin teaching often in schools which they know little or nothing about.

2. Lack of Cooperation by Principal and Cooperating Teachers. This happened in only one school in which not enough regular faculty members were hired and attempts were made to exploit the student teachers by using then as a regular faculty member with no supervision or assistance.

3. Class Size. Because so few students enroll for some courses in summer school, many of the student teachers had only three or four students to teach. While this is ideal for experimenting with individualized instruction, the open class, and other techniques it provides no opportunity for learning how to motivate large groups maintain discipline, and manage a regular classroom situation to the situation they will be teaching in.

I would recommend the following actions in improving the program:

1. Accept applicants soon enough as that Coordinator can meet with all of them and interview each person before assigning positions.

2. Accept only experienced teachers since classes are so small and summer school is such a unique experience.

3. Coordinator should interview principals before assigning any students to make sure the school's policy on student teaching will be beneficial to student teachers and to establish definite guidelines and limits in the use of student teachers.

Coordinator - Sarah J. Cupp
University of Tennessee

PARTICIPANT INFORMATI ON

Tennessee Appalachia Educational Cooperative - Project No. 70.01

EPDA-B WORKSHOPS EVALUATION - 1970-71

(Summation of All Participants)

1. Name _____

2. Address _____

3. Have you resided in a county within the project area for at least two years? Yes 70

   No. 13 and if answer is no, where did you live previously? _____

   _____

4. Year of birth: _____

5. Race: White: 79 Black: 4

6. Check one: Teacher 45 or Teacher aide 38

7. Educational Status: If you had earned a college degree at the time the workshops began, enter the degree, institution, and major field of study. (For example, B.S. University of Tennessee, Zoology). If you had not earned a degree, give the number of years at college, if any. Otherwise, enter "high school degree" or other appropriate description.

High School	16
One year college	10
Two years college	10
Three years college	7
B.S. or B.A.	31
M.S. or M.A.	9

8. Occupation during year prior to teaching. Enter "housewife" or "student" if appropriate.

   Housewife: 40 Student: 26 Other: 17

9. Had you had any teaching experience before 1970-71? Yes 33, and if answer is yes, enter the most recent school year prior to 1970-71 in which you taught, the grade or subject you taught, the school system in which you taught. _____

   _____

   _____

   _____

   No. 50

10. School at which you are teaching. _____

    _____

11. Grade taught, subject area taught, or special function---for examples, 3rd grade, Mathematics, Special Education, Librarian, etc. _____

_____

12. Will you be employed as a teacher or aide in 1971-72? Yes 49, and if answer is yes, enter your school assignment and grade or subjects to be taught, if different from 1970-71
No: 7 ?: 27

13. FOR TEACHERS ONLY. Are you fully certified for the grade or subjects you will teach next year? Yes 23 No, 22, and if no, how many semester hours do you lack for full certification? _____

Quantitative Questionnaire
Pertaining to EPDA, B2 Training Program, 70-71
TAEC Project - 70.01

1. How many prospective teachers initially participated in the training program? 43
   How many prospective aides? 40

2. How many prospective teachers satisfactorily completed the pre-service training program? 43
   How many prospective aides? 40

3. How many teacher candidates participating in the program were actually employed as teachers during 1969 - 70? 37
   How many aide candidates participating in the program were actually employed during 1969-70? 38

4. How many teachers trained by the program will be employed as teachers in 1970-71? 27
   uncertain 18 no 1
   How many aides trained by the program will be employed as aides in 1970-71? 22
   uncertain 15 no 1

5. What was or will be the pupil enrollment for each participating school system in:

	1968-69	1969-70	1970-71	1971-72
Anderson County	7,834	7,873	7,875	8,000
Clinton	789	824	800	915
Harriman	3,060	2,795	2,700	2,655
Morgan County	3,496	3,774	3,775	3,700
Oak Ridge	6,957	7,092	7,271	7,000
Roane County	5,008	5,110	5,100	5,258
Rockwood	1,747	1,869	2,019	1,960

6. How many teachers were or will be employed by each participating school system in:

	1968-69	1969-70	1970-71	1971-72
Anderson County	366	374	381	390
Clinton	40	42	41	41
Harriman	117	109	109	125
Morgan County	147	147	147	147
Oak Ridge	350	348	350	339
Roane County	216	211	211	225
Rockwood	73	73	73	72

7. How many aides were or will be employed by each participating school system in:

	1968-69	1969-70	1970-71	1971-72
Anderson County	47	47	46.5	45
Clinton	0	0	0	4
Harriman	12	19	25	32
Morgan County	16	17	17	17
Oak Ridge	30	38.5	44	59
Roane County	13	15	30	30
Rockwood	9	5	5	10

8. How many <u>new</u> teachers were employed by each participating school system in 1970-71? ___ (Count all teachers who did not teach in their system during 1969-70.)

Anderson County	76
Clinton	5
Harriman	24
Morgan County	17
Oak Ridge	55
Roane County	19
Rockwood	8

SPECIFIC SKILL IMPROVEMENT

A pre- and post- workshop survey of dogmatism in 1969-70 revealed that on 90% of the items attitudes changed in the preferred direction - that is toward more open-mindedness. In 1970-71, only 71% of the items changed in the preferred direction, but the changes were to a greater extent that those of 1969-70. (See enclosed exhibit)

A pre- and post- test of knowledge of behavior modification which included practical classroom applications, as well as knowledge of theory, revealed that workshop participants increased their knowledge of behavior modification by 400% during the 2 1/2 days of instruction. (See enclosed exhibit).

Behavior Modification Test

Define each of the following and describe how it can be applied in the classroom.

1. reinforcement
2. contingent reinforcement
3. variable ratio schedule
4. fixed interval schedule
5. extinction
6. time out
7. response cost
8. Premack principle
9. successive approximations
10. conditioned reinforcer
11. behavior proclamation
12. behavior contract
13. peer reinforcement
14. role modeling
15. baseline
16. frequency count
17. time sampling
18. process assessment of behavior
19. product assessment of behavior
20. operant behavior

BEHAVIOR MODIFICATION RESULTS

WORKSHOP NO. 2 - 1970

BEHAVIOR MODIFICATION SECTION - WILLIAMS

Social Security No.	Pre-Test Score	Post Test Score	Difference
261-36-8478	2 -1/4	16-1/2	14-3/4
415-76-7338	3 -1/2	16	12 -1/2
415-76-7012	3-1/4	16-1/2	13-1/4
230-14-0861		15-1/2	
415-38-5343	1 -1/4	16	14 -3/4
414-68-2567	6/8		
408-84-4207	3	18 -1/4	15-1/4
412-64-0719	10 -1/4	19 -3/4	9-1/2
476-44-5444	1	14 -3/4	13-3/4
412-30-4169	1	18-1/4	17 -1/4
287-46-2208	1-1/2	16	14-1/2
408-64-9945	1-1/2	19	17-1/2
409-82-9038	10 -3/4	19-1/2	8 - 3/4
412-80-1319	8-1/4	17	8 - 3/4
125-32-2897	2-1/4	19	16 - 3/4
423-54-8112	1	12	11
485-30-9165	7	16 - 1/4	9 - 1/4
252-56-1493	8	17 - 1/2	9 - 1/2
411-28-6567	2 - 3/4	11 - 1/2	8 - 3/4
411-76-6200	4 - 1/2	19 - 3/4	15 - 1/4
408-84-4060	8 - 1/4	20	11 - 3/4
412-30-0803	8 - 3/4	13 - 1/4	4 - 1/2

Soc.Sec.No.	Pre-Test Score	Post Test Score	Difference
288-34-1709	1 - 7/8	-	-
414-66-4360	3 - 1/4	19-3/4	16-1/2
408-44-6159	3/4	16-3/4	16
412-34-4363	3-3/4	18-3/4	15
415-76-3052	3-1/4	12-1/4	9
422-52-1896	4-3/4	18	13-1/4
412-30-1225	2-5/8	12-1/2	9-7/8
415-80-7984	1-1/8	12-3/4	11-5/8
319-32-4931	4-1/2	19-3/4	15-1/4
413-62-1181	1-1/4	17-1/4	16
415-44-4235	3/4	14	13-1/4
412-68-8676	2-3/4	17-1/2	14-3/4
577-68-1697	5-3/4	19-1/4	13-1/2
235-42-3940	1-1/2	18-1/2	17
408-62-2340	-	6-3/4	-
414-07-3903	-	9-1/2	-
415-38-0327	-	6-1/2	-
255-82-5372	-	18-1/4	-
265-78-6507	-	19	-
410-62-1800	4-3/4	13-1/2	8-3/4
274-28-3080	1-1/2	-	-
412-80-2333	-	9	-
415-52-9862	-	20	-
413-94-0074	-	14-3/4	-
	$\overline{X}$ = 3.8	$\overline{X}$ = 15.97	T = 17.5
	(Excluding blanks)	(Excluding blanks)	Signficance .001 Level

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SURVEY

The following statements refer to opinions about which some people agree and others disagree. Please mark each statement in the left hand margin according to your agreement as follows:

+1 Slight Agreement	-1 Slight Disagreement
+2 Moderate Agreement	-2 Moderate Disagreement
+3 Strong Agreement	-3 Strong Disagreement

(Means) Summary of Responses:

69.01 Pre	Post	70.01 Post
+.6	+.1	+.2
+.3	+.1	+.3
+1.05	+.8	+.1
+2.1	+.8	+.1
1.3	-1.3	-.5
-.2	-1.0	-1.5
-.3	-.9	-.8
+.6	+.1	-.2
-1.2	-1.5	-1.4
-.9	-1.8	-.8
-.2	-1.0	-1.4
+.8	+.3	-.5

1. Obedience and respect for authority are the most important virtures children can learn.
2. No weakness or difficulty can hold us back of we have enough will power.
3. Science has its place, but there are many important things that can never possibly be understood by the human mind.
4. Human nature being what it is, there will always be war and conflict.
5. Every person should have complete faith in some supernatural power whose decisions he obeys without question.
6. When a person has a problem or worry, it is best for him n to think about it, but to keep busy with more cheerful thir
7. A person who has bad manners, habits, and breeding can hardly expect to get along with decent people.
8. What the youth needs most is strict discipline, rugged dete mination, and the will to work and fight for family and co
9. Some people are born with an urge to jump from high plac
10. Nowadays when so many different kinds of people move around and mix together so much, a person has to protect himself especially carefully against catching an infection disease from them.
11. An insult to our honor should always be punished.
12. Young people sometimes get rebellious ideas, but as they grow up they ought to get over them and settle down.

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Pre	Post	Post
+.4	+.1	+.1
-.4	1.6	-1.1
-1.2	-1.2	-1.55
-1.2	-1.4	-.8
-.4	-.8	-1.1
+.8	+.4	-.03
-1.2	-1.6	-1.2
-1.0	-1.2	-1.5
-.9	-.8	-.4
+1.0	+.6	-.03
+.1	-.7	-.7
-1.9	-2.0	-1.5
-1.9	-2.2	-2.1
-1.2	-1.8	-.8
-.5	-.6	-1.6
-1.7	-1.9	-2.5

13. What this country needs most, more than laws and politi programs is a few courageous, tireless, devoted leaders i whom the people can put their faith.

14. Sex crimes, such as rape and attacks on children, deserv more than mere imprisonment, such criminals ought to be publicly whipped or worse.

15. People can be divided into two distinct classes; the wea and the strong.

16. There is hardly anything lower than a person who does no feel a great love, gratitude, and respect for his parents.

17. Some day it will probably be shown that astrology can explain a lot of things.

18. Nowadays more and more people are prying into matters that should remain personal and private.

19. Wars and social troubles may someday be ended by an earthquake or flood that will destroy the whole world.

20. Most of our social problems would be solved if we would somehow get rid of the immoral, crooked, and feeble-minded people.

21. The wild sex life of the old Greeks and Romans was tame compared to some of the goings-on in this country, even places where people might least expect it.

22. If people would talk less and work more, everybody woul be better off.

23. Most people don't realize how much our lives are control by plots hatched in secret places.

24. Homosexuals are hardly better than criminals and ought t be severely punished.

25. The businessman and the manufacturer are much more important to society than the artist and the professor.

26. No sane, normal, decent person could ever think of hurt a close friend or relative.

27. Familiarity breeds contempt.

28. Nobody ever learned anything really important except through suffering.

Sign Test Indicates 69.01 Pre- +1 Post -25

Change toward openmindedness, significant at greater than .001

69.01 Pre + =6 : 70.01 Post = 19 -

 Change toward openmindedness, significant at greater than .05

FOLLOW-UP OF 69.01 and 70.01

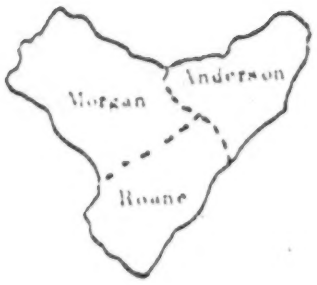
Follow-Up Study of the Participants of the EPDA-B2 69.01 Teacher and Teacher Aide Training Program at the Tennessee Appalachia Educational Cooperative.

Of the 49 teachers that participated in 69.01 at the Tennessee Appalachia Educational Cooperative, 41 of these individuals are still teaching or serving as aides. Some of the individuals who were teachers chose to move to an aide role for personal reasons. In only one case of which we are aware was a teacher not rehired as a teacher if indeed the teacher wanted to be rehired. In every case the teachers who were in our EPDA-B2 program were rated by superintendents, supervisors and in-service directors as "better or more capable than her counterpart who did not participate in EPDA-B2. See the enclosed letter and rating form for teachers and aides.

Of the 51 teacher aides who participated in our program, 32 are still connected with public education. At least six of these former aides are now teachers. (See enclosed newspaper writing. This is not surprising on at least two counts.

(a) The Oak Ridge System uses the teacher aide category wisely and well to essentially try out individual's who they think would possibly make good teachers. Also, (b) a glance at the educational level of our participants will indicate that we have a tremendous number of teachers aides, especially in Oak Ridge and Anderson County, who have Bachelor's degrees and/or Master's degrees. The enclosed rating sheet gives the summated results of our survey activity as follow-up for 60.01 EPDA-B2.

Tennessee Appalachia Educational Cooperative



104 Kentucky Avenue
Oak Ridge, Tenn. 37830 (Telephone 615–482-3481)

JOHN RICE IRWIN
Executive Director

DR. EDWARD WILLIAMS
Chairman
DR. ROSS WILSON
Secretary
MR. GEORGE BALLARD
Board Member
MR. PAUL BOSTIC
Board Member
DR. ORIN GRAFF
Board Member
MR. ROY JOHNSON
Board Member
DR. HOMER MINCY
Board Member
MR. H. L. MORROW
Board Member
MR. T. WESLEY PICKEL
Board Member

April 15. 1971

(Follow-up on 69.01 and 70.01)

Supervisors, principals, in-service directors

Dear Fellow Educator:

The Tennessee Appalachia Educational Cooperative is attempting to determine just how effective our EPDA-B2 training program for the teachers and teacher aides has been. In keeping with that aim we have developed the following rating system. Would you please rate the teachers and teacher aides, as a group, who were employed by your system when they were participating in our training program. (PLEASE BE ASSURED THESE RATINGS WILL BE KEPT IN THE STRICTEST OF CONFIDENCE.)

The information we desire would compare the teachers and teacher aides who did participate in our TAEC program as a group, with the teachers and teacher aides of like age, preparation, experience, etc., who did not participate in our program.

Please rate the EPDA-B2 trained group with the others, both quantitatively and qualitatively. The qualitative rating will be verbal such as; better, much better, worse, etc. The quantitative rating will be a numerical relation with the trained group compared with the untrained group. A rating of 5 is given to the untrained group as a hypothetical "average".

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Aides Group who WERE EPDA-B2 Trainees

	Qualitative Rating (better, etc.)	Quantitative Rating (5,6,7, etc.)
		Range
1. Operation of A.V. equipment	Better to Very Good	6 - 9
2. Cooperation in a specified teaching strategy	"	6 - 7
3. Ability to control students	"	6 - 7
4. Contribution to lesson planning	"	5 - 7
5. Execute specific instruction assignments.	"	6 - 7
6. Recognize individual student differences	"	6 - 8
7. Appreciate and build upon individual student differences	"	6 - 9
8. Formulate a strategy based on learning principles	"	6 - 8
9. Assist in providing activities for fast workers.	"	5 - 8
10. Establish and maintain open classroom communications.	"	5 - 7
11. Generally be a better aide	"	6 - 9

Mean Value = 6.1

Teachers Group who WERE EPDA-B2 Trainees

	Qualitative Rating (better, etc.)	Quantitative Rating (5,6,7,etc.)
1. Operation of A.V. Equipment	Better to excellent	5 - 9
2. Cooperation in a specified teaching strategy	"	6 - 8
3. Ability to control students	"	6 - 9
4. Contribution to lesson planning	"	6 - 9
5. Execute specific instruction assignments	"	6 - 9
6. Recognize individual student differences	"	6 - 9
7. Appreciate and build upon individual student differences.	"	5 - 9
8. Formulate a strategy based on learning principals	"	6 - 8
9. Assist in providing activities for fast workers	"	6 - 8
10. Establish and maintain open classroom communications.	"	6 - 8
11. Generally be a better aide.	"	6 - 9

Mean Value =6

Please give us your feelings if you have any, about the teacher aide training program of the Tennessee Appalachia Educational Cooperative.

Please tell us how the psychologists of the Tennessee Appalachia Educational Cooperative have assisted your system or classroom.

Sincerely,

William W. Holt

William W. Holt, Director
Psychological Services Program

WWH:chw

Mrs. Ted (Katherine D.) Rogers served as a teacher aide at Highland View Elementary School last year and will rejoin that school as a regular instructor at the second grade level this fall.

A native of Hopei Province, China, and of Richmond, Va., Mrs. Rogers attended Wilson College in Chambersburg, Pa., before earning a B.S. from Peabody College in 1943. She received an M.S. from University of Tennessee this year.

While serving as a teacher aid at Highland View last year, Mrs. Rogers took several courses for UT credit at Tennessee-Appalachia Educational Cooperative and decided to learn more about the teaching of reading. Last year she entered the master's program at UT in elementary education with a specialty in reading and adult basic education.

END

Teachers!! Potential Teachers!! Teachers Aides!!

Summer Student Teaching Program

Do You Meet These Qualifications?

1. Have a College degree
2. Lack Student Teaching for Certification
3. Have Most of The Education Courses for Certification
4. Did Not Teach in the Spring Semester of 1970.

(These Are Guidelines Laid Down By The Funding Agency)

If you feel you meet all of those qualifications and are interested in local student teaching between June 14 and July 23, please contact:

Student Teaching Coordinator, TAEC
104 Kentucky Avenue
Oak Ridge, Tennessee 482-3481

We Are Limited To 15 Participants. Please Hurry!

Successful Completion of This Workshop Carries a Stipend of $450.00 And 9 Hours of University Credit (Tuition Paid by TAEC)